

Student's Name _____

Iowa Alternate Assessment 2008-2009 <i>Reading Rating Scale</i> Grades 9-12		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Reading Standard: Students can comprehend what they read in a variety of literary and informational texts					
1.1	Knows some letters of the alphabet, as those in the student's own name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.2	Identifies pictures of important places or people in the school or home environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.3	Identifies warning labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.4	Identifies or matches 20 words or symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.5	Student differentiates small from large (which object is small? which object is large?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.6	Student orders small-to-large when given 3 same objects of different size found in grade-appropriate text (cups, books, etc).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.7	Identifies purpose of reading (e.g., Why would I read this?- for information, for pleasure, to understand a specific viewpoint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.8	In grade appropriate text, understands vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.9	In grade-appropriate text, demonstrates understanding of idioms used in the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.10	Using grade-appropriate text, identifies the theme of the story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.11	Describes the setting of the novel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.12	Student identifies characters in a novel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.13	Describes the plot from novel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.14	In grade-appropriate text, student sequences 2 events (first-then)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %

Student's Name _____

Iowa Alternate Assessment 2008-2009 Reading Rating Scale Grades 9-12		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
1. 15	Identifies cause-and-effect in grade-appropriate text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 16	Uses title of book, pictures, and text, to make predictions about what will happen next in a novel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 17	In grade-appropriate text, student sequences 3 events (beginning, middle, end)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 18	In grade-appropriate text, student sequences more than 3 events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 19	Student correctly responds to "who" questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 20	Student correctly responds to "what" questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 21	Student correctly responds to "where" questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 22	Student responds to "why" questions with reasonable answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 23	Identifies or describes relationships between characters depicted in grade-appropriate text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 24	Student describes different characteristics of characters found in grade-appropriate text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 25	Student identifies common characteristics of dissimilar characters found in grade-appropriate text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 26	Student identifies the consequence of an action found in grade-appropriate text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 27	Identifies or repeats important information from the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 28	Answers questions about content read (or read-to)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 29	Identify authors point of view (who is telling the story)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 30	Separates fact from opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %